

# EDUCATION FRAMEWORKS

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**TASK: COMPARE AND CONTRAST THESE FOUR FRAMEWORKS**

**READ THROUGH ALL FOUR FRAMEWORKS.**

**WHAT DO YOU NOTICE ABOUT THE CATEGORIES AND THEIR DESCRIPTIONS?**

**WHAT DO YOU WONDER ABOUT THEM?**

**WHAT DO YOU THINK ABOUT THE SIMILARITIES AND DIFFERENCES BETWEEN THE FRAMEWORKS?**

**CREATE A HYPOTHESIS ABOUT THE CONTENT OF THIS COURSE WHICH FOCUSES ON THE ART AND  
SCIENCE OF THE TEACHING/LEARNING PROCESS.**

# ITIP MODEL FOR DIRECT INSTRUCTION (MADELINE HUNTER)

## 1. (**Learning Objective**)

Select an objective at an appropriate level of difficulty and complexity, as determined through a task analysis, diagnostic testing, and/or congruence with Bloom's cognitive taxonomy.

2. (**Anticipatory Set**) Motivate instruction by focusing the learning task, its importance, or the prior knowledge/ experience of the learners.

3. State the **lesson objective(s)** to the students.

4. (**Input**) Identify and teach main concepts and skills, emphasizing clear explanations, frequent use of examples and/or diagrams, and invite active student participation.

5. **Check for understanding** by observing and interpreting student reactions (active interest, boredom) and by frequent formative evaluations with immediate feedback. Adjust instruction as needed and reteach if necessary.

6. Provide **guided practice** following instruction by having students answer questions, discuss with one another, demonstrate skills, or solve problems. Give immediate feedback and reteach if necessary.

7. Assign **independent practice** to solidify skills and knowledge when students have demonstrated understanding.



# FRAMEWORK FOR PROFESSIONAL PRACTICE (CHARLOTTE DANIELSON)

**Domain 1: Planning and Preparation.** The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrate knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning

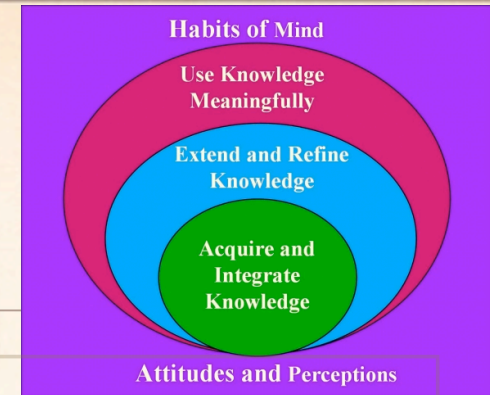
**Domain 3: Instruction.** The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning contest. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

**Domain 2: The classroom Environment.** The components in Domain 2 consist of the interactions that occur in a classroom that are non instructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

**Domain 4: Professional Responsibilities.** The components in Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals.

# DIMENSIONS OF LEARNING

## (ROBERT MARZANO)



### **Positive Attitudes and Perceptions About Learning**

Creating a conducive learning environment in which learners feel accepted, safe, and perceive order.

### **Acquisition and Integration of Knowledge**

Learners must be guided in relating new knowledge to what they know, organizing it, and making it part of long-term memory.

### **Extension and Refinement of Knowledge**

Learners must develop in-depth understanding and apply and refine that knowledge

### **Meaningful Use of Knowledge**

Learners learn best when they need knowledge to accomplish a goal that is meaningful to them.

### **Productive Habits of Mind**

Mental habits that learners develop that will enable them to learn on their own.



# THE THOUGHTFUL CLASSROOM

## (HARVEY SILVER)

### **Organization, Rules, and Procedures**

How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

### **Preparing Students for New Learning**

How do you establish your purpose, activate students' prior knowledge, and prepare them for learning?

### **Positive Relationships**

How do you build deep and meaningful relationships with your students and among students to promote learning?

### **Deepening and Reinforcing Learning**

How do you help students solidify their understanding and practice new skills?

### **Presenting New Learning**

How do you present new information and provide opportunities for students to actively engage with content?

### **Reflecting on and Celebrating Learning**

How do you help students look back on their learning and refine their learning process?

### **A Culture of Thinking and Learning**

How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

### **Applying Learning**

How do you help students demonstrate their learning and what kinds of evidence do you collect to assess student progress?

### **Engagement and Enjoyment**

How do you motivate students to do their best work and inspire the love of learning?

### **Professional Practice**

How committed are you to professional learning and contributing to the school community?